

Meltham CE (C) School



Teaching and Learning Policy

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1.0 Aims

The aim of this policy is to create a consistent, high-quality approach to teaching and learning across the school.

2.0 Roles and Responsibilities

Headteacher and senior leaders

- to monitor each area of the policy to ensure implementation

Class teachers

- Read and implement all areas of the policy

3.0 Teaching And Learning

3.1 The Teaching and Learning Culture in School

We believe that our children deserve high quality teaching in every lesson and we aim to achieve this. We also believe that our children deserve an environment that promotes effective learning. Staff have identified the key factors that create a culture within the school that leads to both effective teaching and effective learning. This has been achieved through a combination of continuous professional development and training, peer observation and sharing of ideas and good practice.

This culture is not confined to the classroom and formal lessons; the attitudes and environment that create effective teaching and learning are also demonstrated during the whole school day, in the broad and balanced curriculum and the extra-curricular activities, and by both adults and children throughout the school.

3.2 Effective Learning

Effective learning takes place when:

- There is quality interaction with the teacher
- Teachers are skilled, conscientious, patient and **know children**
- Children are secure, well fed and rested
- First-hand experiences are offered
- Children are given challenging learning opportunities
- A variety of learning experiences are offered, meeting different learning styles
- Adult support is used effectively
- Children have the opportunity to practise and consolidate new skills
- Children have the opportunity to apply new skills, concepts and knowledge
- Children have to communicate learning in a variety of ways
- Tasks are time limited and children have to work under pressure
- Children have to select their own materials and tools
- Activities build on previous learning
- Children work in collaborative groups or on their own
- Children have fun

3.3 Effective Teaching

Effective teaching takes place when:

- teachers have good class management skills
- teachers create a stimulating, imaginative and informative learning environment
- teachers establish positive relationships with pupils and other adults
- teachers are organised, planned and prepared
- teachers have a secure subject knowledge
- teachers accurately monitor, assess and record pupil progress
- teachers establish clear routines with the children

- good partnerships are set up between home and school
 - teachers work effectively with children who have additional educational needs
- Examples of good practice for effective teaching are in Appendix 4.1.

3.4 Developing and Sustaining the Effective Teaching and Learning Culture

The school develops and sustains an effective teaching and learning culture by:

- The recruitment of the right staff, with the right experience and qualifications
- Planning the school curriculum, to provide a broad and balanced learning experience
- The use of high-quality lesson planning and efficient use of PPA time to maximize the opportunities for teaching and learning
- Developing staff to realise their potential, to allow children to attain their potential
- Sharing of ideas and resources to ensure good practice among all staff
- Maintaining routines to provide a secure environment
- Demonstrating high expectations of behaviour and attainment
- Encouraging good communication between staff, children and parents
- Providing opportunities to participate in a wide variety of activities
- The promotion of well-being (physical and emotional) for staff and pupils
- Monitoring, assessing and recording the progress of children, and staff

4.0 Appendices

4.1 Good Practice of Effective Teaching

Effective teaching takes place when teachers have good class management skills

- Teachers have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.
- Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and:
 - start with a clear learning objective understood by all pupils
 - has a defined set of criteria for success
 - usually employ interactive teaching methods and collaborative group work
 - promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- Teachers differentiate their teaching to meet the needs of pupils, including the more able and those with additional educational needs.
- Teachers explain work in a way that children can understand using appropriate models and check on understanding.
- Teachers ensure that children are given long enough to complete work, and have opportunities for working for sustained periods of time, appropriate to their age.
- Teachers organise and manage teaching and learning time effectively.
- The teacher spend the majority of class contact time whole class teaching, working with groups or individuals. Every moment is spent focussed on children's learning.
- Teachers use computers effectively in their teaching.
- Teachers secure a standard of behaviour that enables pupils to learn, and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.
- Children are grouped appropriately but flexibly
- Agreed 'good systems' are made clear to pupils and used consistently
- Teachers make every effort to meet agreed deadlines.
- Teachers do not accept work that is below the child's standards or lacks effort.
- Teachers demonstrate and promote school expectations by their own attitude and behaviour.
- High standards are set when work is modelled to the children e.g. in terms of handwriting, spelling and presentation generally.
- Teachers show enthusiasm for what they are teaching and convey a positive message about the value of learning.

Effective teaching takes place in a stimulating, imaginative and informative learning environment

- Teachers organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively
- All resources are clearly labelled, appropriate and accessible to children.
- Classrooms have an appropriate range of displays e.g.

- Celebration of children's work;
- Learning walls
- Information displays to support children in their learning or stimulate their ideas.
- All display work follows the school's display policy
- All classrooms have a reading area with a range of books displayed in an attractive way.
- Classrooms are kept tidy with children taking responsibility for their own trays and desks and shared areas of the room.
- Teachers model the expectations for organisation by maintaining a high standard of tidiness with their own possessions and working areas.
- Working areas are clean, comfortable, well maintained and well lit.
- Classroom resources are clearly labelled to ensure the classroom is self-servicing

Effective teaching takes place when teachers establish positive relationships with pupils and other adults

- Teachers greet their pupils at the start of the day.
- Teachers always listen to children, although this may not always happen immediately.
- Positive encouragement is given to pupils at all times.
- Teachers have positive working relationships with Teaching Assistants to allow effective feedback to take place
- Teachers wipe the slate clean

Effective teaching takes place when teachers are organised, planned and prepared

- Teachers meet children punctually.
- Teachers have planning for the week prepared for the start of Monday morning.
- Copies of weekly planning are given to Teaching Assistants.
- Resources needed for the lesson are prepared in advance of the start of the lesson.
- Resources prepared for children are of good quality.
- Teachers have effective time management skills
- Teachers find out what the children already know as a starting point for work, and build on this.
- Planning takes place within the framework of the school's medium term plans, which are amended to suit the particular needs of that class.
- Planning is aimed at providing a range of activities throughout the week and at accommodating different learning styles.
- Planning demonstrates that work is differentiated for different ability groups within the class.
- Each lesson is planned with a clear learning objective.
- Teachers evaluate the effectiveness of lessons and amend future lessons accordingly.
- Classroom activities are focussed on learning not just on occupying children

Effective teaching takes place when teachers have a secure subject knowledge

- Teachers have a secure knowledge and understanding of the subjects they teach.

- For the Foundation Stage, teachers know and understand the Foundation Stage Curriculum
- For Key Stage 1 and 2, teachers know and understand the curriculum for each of the National Curriculum core subjects. They have sufficient understanding of a range of work across the foundation subjects to be able to teach them in the age range for which they are trained, with advice from more experienced colleagues where necessary.
- Teachers ensure that they are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.
- Teachers ensure that they keep up to date with their subject knowledge.
- Teachers show a commitment to their professional development by (i) identifying areas in which they need to improve their professional knowledge, understanding and practice in order to teach more effectively in their current post, and (ii) with support, taking steps to address these needs.
- Teachers join in with professional discussions set up through staff meetings or training days.
- Teachers know how to use ICT effectively, both to teach their subject and to support their wider professional role.

Effective teaching takes place when teachers accurately monitor, assess and record pupil progress

- Teachers make appropriate use of a range of ongoing monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.
- Teachers monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance.
- Teachers are able to assess pupils' progress accurately using school agreed assessments. They seek guidance from more experienced staff or subject leaders where appropriate.
- Teachers ensure assessments take place in line with the school's assessment timetables and deadlines for submitting results are adhered to.
- Teachers identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They seek guidance from more experienced staff or subject leaders where appropriate.
- Teachers record pupils' progress and achievements systematically using Integris G2 and paper based systems to provide evidence of the range of their work, progress and attainment over time.

- Teachers are able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

Effective teaching takes place when teachers establish clear routines with the children

- A timetable of the week is displayed in the classroom, using pictures if necessary for younger children.
- A daily visual timetable is displayed
- Children are made aware of expectations with regard setting out of work and these are enforced.
- Children are aware of procedures to enable reading books to be changed quickly and efficiently.
- Teachers ensure homework procedures are clearly explained to the pupils and followed.

Effective teaching takes place when a good partnership is set up between home and school

- Homework is set according to the school's policy
- Reading books are changed as soon as children complete a book, and the member of staff is aware of the level and suitability of books being read.
- Teachers respond promptly to requests from parents to resolve any issues.
- Meeting with parents are logged on a parent contact sheet.
- Teachers contact parents promptly if there are any issues with the child's learning or behaviour.
- Teachers ensure homework is marked regularly.
- Teachers are honest with parents about children's behaviour and attainments
- Teachers convey their expectations clearly to parents, through the introductory parents' meeting and at subsequent parents evenings
- Teachers are available in the playground for parents at the end of school at least once a week
- Topic letters and targets are sent to parents as agreed

Effective teaching takes place when teachers work effectively with children who have additional educational needs

- Teachers understand their responsibilities for children with additional educational needs set out under the *SEN Code of Practice*, and know how to seek advice.
- Teachers complete and review provision maps and IEPs every term in consultation with the child, Teaching Assistant and SENCO, and then discuss these with parents. Provision Maps and IEPs are completed in line with time scales set by the SENCO.
- Teachers ensure that targets set in the provision map are worked towards and that children make progress against these targets.